



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

1750 W. Thunderbird, Phoenix, AZ 85023

Glendale Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2003-04 Highly Performing
2002-03 Highly Performing
2001-02 Improving

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Norman C. Smalley
Schedule : 7:30 AM to 4:30 PM
Grades : 9-12
2004 Enrollment : 1674
Web Address : www.guhsdaz.org/schools/tbird.asp
Phone Number : (623) 915-8900
Fax Number : (623) 915-8971
E-mail : ncsmalle@guhsdaz.org

Mission

The mission of Thunderbird High School is to empower all students for the choices and challenges of the 21st Century.

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status ^(b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Improve student skills in effective thinking, speaking, and writing.
- ü Maintain a positive climate which promotes personal, social and civic responsibility.
- ü Provide each student the skills and attitudes necessary to further an education, whether at a trade/technical school, the community college, a university or in the military.
- ü Provide multiple opportunities for each student to develop life skills and interests through extra-curricular activities.

Enrollment

October 1, 2003 School Year Student Enrollment : 1694
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 157

Instructional Programs

- ü Advanced Placement Programs
- ü Dance/Theatre/Music Programs
- ü Accelerated Programs in Core Courses
- ü IntroTech Program
- ü Health Occupations Educational Program
- ü Naval Junior ROTC

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Monthly parent newsletter, interim reports on each student's academic progress, communication with parents on absences/tardies, reports mailed on state test results, parent notes/phone calls/meetings, Parent Association monthly meetings, and parent participation in Advisory Council.

Parents

Parents sign off regarding student attendance, tardies, and disruptive behavior. Parents are responsible for indicating absences and ensuring that students follow school policies. Parents support involvement in student activities and events.

Transportation Policy

Policy #8321 - Students within the district who reside more than one and one-half miles from school may ride the school buses. Students who are physically handicapped who live closer may apply at the principal's office for a permit to ride.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Navy League - Most Outstanding Unit in Nation	2004
ü Five National Merit Scholarships Recipients	2003
ü Two Flinn Foundation Scholarship Recipients	2003
ü H.A. Hendrickson Award-Excellence/Extra Curr Activities	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	411	3443	65934	100	99	100	509	500	492	28	33	43	16	20	18	31	29	24	25	19	15
All Students (Prior Year)	408	3309	57534	100	99	91	506	501	491	27	34	46	18	19	16	33	28	23	22	19	15
Female	209	1680	32586	99	99	100	508	500	491	28	33	44	17	20	19	32	30	24	23	17	14
Male	202	1755	33226	100	98	99	509	501	493	28	33	42	16	19	18	30	27	24	26	20	16
African American	16	251	3042	100	99	98	507	488	478	27	46	58	27	23	19	27	21	17	20	10	6
Hispanic	76	1194	21740	97	99	100	487	487	475	54	47	63	14	21	17	20	22	15	12	10	5
Asian/Pacific Islander	14	102	1643	93	99	99	514	511	519	36	25	23	7	14	13	29	33	30	29	28	34
American Indian/Alaskan Native	NC	86	4351	NC	95	99	NC	499	472	NC	27	68	NC	22	16	NC	36	13	NC	15	4
White	296	1802	34819	100	99	99	516	510	505	19	22	27	17	18	20	35	34	31	29	26	22
Students with Disabilities	34	318	6507	100	98	100	NA	462	456	NA	82	83	NA	10	9	NA	8	6	NA	0	2
Students without Disabilities	377	3125	59427	100	99	100	509	501	494	28	32	41	16	20	19	31	29	25	25	19	16
Limited English Proficient Students	26	315	6793	96	100	100	480	468	464	61	72	79	9	14	11	17	10	8	13	4	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	NC	642	18745				NC	486	475	NC	50	64	NC	20	16	NC	20	15	NC	10	5
Non-Economically Disadvantaged	403	2801	47182				509	504	499	27	29	35	16	19	19	31	31	27	25	21	19

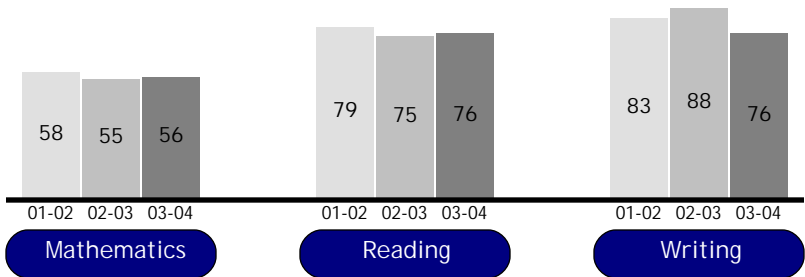
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	421	3592	68162	100	100	100	529	514	509	8	14	18	16	22	24	62	56	51	14	8	8
All Students (Prior Year)	412	3301	56700	100	99	89	528	521	512	10	8	15	16	20	23	57	60	52	18	12	10
Female	212	1735	33509	99	100	100	530	517	513	8	13	15	13	20	23	63	58	52	16	9	9
Male	208	1854	34521	100	99	100	528	510	505	8	16	20	19	23	24	62	55	49	13	7	7
African American	16	269	3163	100	100	99	520	499	497	6	20	22	19	33	30	63	45	46	13	3	3
Hispanic	80	1263	22624	98	99	100	498	496	487	27	24	32	20	27	31	50	46	35	3	3	2
Asian/Pacific Islander	14	109	1666	93	100	100	509	502	523	7	17	11	36	29	17	57	50	60	0	5	12
American Indian/Alaskan Native	NC	90	4592	NC	97	100	NC	499	484	NC	15	32	NC	33	37	NC	51	30	NC	1	1
White	301	1853	35727	100	99	100	540	529	526	3	6	7	11	16	17	67	66	64	19	12	12
Students with Disabilities	39	340	6845	100	100	100	480	472	468	36	47	53	36	33	29	27	19	18	0	1	1
Students without Disabilities	382	3252	61317	99	99	100	532	516	512	6	12	15	15	21	23	64	59	53	15	8	8
Limited English Proficient Students	27	337	7152	93	100	100	468	460	464	54	65	57	25	25	31	21	10	12	0	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	NC	700	19528				NC	495	487	NC	25	31	NC	30	32	NC	43	34	NC	2	2
Non-Economically Disadvantaged	414	2892	48595				529	518	518	8	12	13	16	20	20	63	60	57	14	9	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	417	3575	67629	99	99	100	565	545	524	10	16	22	14	16	16	68	62	59	8	6	3
All Students (Prior Year)	395	3233	55090	96	97	87	502	494	479	6	8	16	6	6	13	87	86	70	1	1	0
Female	211	1728	33347	98	99	100	579	559	537	4	13	17	11	14	15	76	66	64	8	8	4
Male	205	1844	34151	100	99	99	551	531	512	17	20	27	16	18	18	59	58	54	8	4	2
African American	16	268	3150	100	100	99	574	523	515	6	22	24	19	23	19	75	53	56	0	2	2
Hispanic	78	1257	22313	95	99	100	518	515	493	24	26	34	19	18	19	53	53	46	4	3	1
Asian/Pacific Islander	14	106	1659	93	97	100	582	553	564	0	15	11	7	13	12	86	64	68	7	8	9
American Indian/Alaskan Native	NC	90	4528	NC	97	99	NC	530	492	NC	14	35	NC	28	21	NC	58	42	NC	0	1
White	299	1846	35593	99	99	99	578	569	547	8	9	13	11	13	14	71	69	69	10	9	4
Students with Disabilities	38	332	6712	100	99	100	457	445	445	55	61	61	36	23	18	9	17	21	0	0	0
Students without Disabilities	379	3243	60917	99	99	100	571	548	530	8	15	19	12	16	16	71	63	61	9	6	3
Limited English Proficient Students	25	329	6994	86	100	100	460	426	442	45	65	58	14	16	18	41	19	23	0	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	NC	700	19310				NC	508	489	NC	28	35	NC	21	20	NC	50	44	NC	2	1
Non-Economically Disadvantaged	410	2875	48278				565	553	538	10	14	17	14	15	15	68	65	65	8	7	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	46	40	37	98	47	40	41	92	55	NA	42
	Language	100	50	46	38	98	55	45	42	93	59	50	42
	Mathematics	95	74	65	56	98	76	66	60	93	77	71	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Thunderbird High School

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Promote Academic Success
- Ü Long-Range Planning
- Ü Promote Positive School Climate
- Ü Community/Parent/Educator Relations
- Ü Dropout Prevention
- Ü Building School Partnerships

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	86.00
Other Professional Staff	3.00	Teacher Aide	19.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	3	0	0
4 to 6 years	16	2	0	0
7 to 9 years	8	5	0	0
10 or more years	23	16	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 87

Core academic classes taught by Highly Qualified (NCLB) teachers. 241

Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

- Ü Three Computer Labs/CAD Lab
- Ü Photography Wet Lab
- Ü Multimedia Center

Extracurricular Activities

- Ü National Honor Society
- Ü HERO; COE (Vocational ED Clubs)
- Ü Student Government/Service Clubs/SADD
- Ü Student Court (partner w/Juvenile Court)
- Ü Performing Arts; Theatre Facilities
- Ü Athletic Clubs/Bowling/Hockey
- Ü Unitown (Tolerance Program)
- Ü Academic/Science Club/Book Club

Social Services

- Ü Teen Safe
- Ü ELL Peer Mentors
- Ü Crisis Intervention
- Ü Parent (Adult) English Classes
- Ü Recreational Activities
- Ü Social Worker/School Psychologist

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü Thunderbird High School is a 'Highly Achieving' school. Our AIMS, Stanford 9, ACT and SAT scores exceed our district, county and state averages.
- ü Two-hundred-twenty students earned college credit through the Advanced Placement/College Board Program.
- ü Ninety-one percent of the Class of 2003 attended post secondary education in the fall of 2003. This same class, in four years, earned \$2,684,365 in scholarships.
- ü Seventy-four percent of the students enrolled at Thunderbird High School are involved in one or more clubs or athletic activities.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	90			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

High student expectations; compliance with mandatory dress code; mandatory visible I.D. badges; consistent district/school policies; restricted campus with monitored entrances and parking areas; School Resource Officer; high administrator visibility.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Norman C. Smalley	(623) 915-8906
Transportation Policy	Eddie Astorga	(623) 435-6084
Community Resources	Laura Ilardo	(623) 915-8924
School Nutrition Programs	Yome Gokool	(623) 435-6016
Parent Organization	Paige Lewis	(623) 915-8900
Student Health/Nurse	Carolyn Aldrich	(623) 915-8903

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.